

Kentucky Department of Education - Course Standards

Course Standards

Course Code: 703020

Course Name: Elementary History and Appreciation of Visual and Performing Arts

Grade Level: K-3

Upon course completion students should be able to:



| Kindergarten | 1st Grade | 2nd Grade | 3rd Grade |
|--|---|---|---|
| DA:Re.7.1.K | DA:Re.7.1.1 | DA:Re.7.1.2 | DA:Re.7.1.3 |
| <p>a. Find a movement that repeats in a dance.</p> <p>b. Demonstrate or describe observed or performed dance movements.</p> | <p>a. Find a movement that repeats in a dance to make a pattern.</p> <p>b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.</p> | <p>a. Find movements in a dance that develop a pattern.</p> <p>b. Demonstrate and describe movements in dances from different genres or cultures.</p> | <p>a. Find a movement pattern that creates a movement phrase in a dance work.</p> <p>b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</p> |
| DA:Re.8.1.K | DA:Re.8.1.1 | DA:Re.8.1.2 | DA:Re.8.1.3 |
| Observe movement and describe it using simple dance terminology. | Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology. | Use context cues from movement to identify meaning and intent in a dance using simple dance terminology. | Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology. |
| DA:Re.9.1.K | DA:Re.9.1.1 | DA:Re.9.1.2 | DA:Re.9.1.3 |
| Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention. | Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen. | Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology. | Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different. |

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| DA:Cn10.1.K | DA:Cn10.1.1 | DA:Cn10.1.2 | DA:Cn10.1.3 |
| <p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</p> | <p>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p> <p>b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.</p> | <p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p>b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.</p> | <p>a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</p> <p>b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p> |
| DA:Cn11.1.K | DA:Cn11.1.1 | DA:Cn11.1.2 | DA:Cn11.1.3 |
| Describe or demonstrate the movements in a dance that was watched or performed. | Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. | Observe a dance and relate the movement to the people or environment in which the dance was created and performed. | Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community. |

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| MA:Re7.1.K | MA:Re7.1.1 | MA:Re7.1.2 | MA:Re7.1.3 |
| <p>a. Recognize and share components and messages in media artworks.</p> <p>b. Recognize and share how a variety of media artworks create different experiences.</p> | <p>a. Identify components and messages in media artworks.</p> <p>b. With guidance, identify how a variety of media artworks create different experiences.</p> | <p>a. Identify and describe the components and messages in media artworks.</p> <p>b. Identify and describe how a variety of media artworks create different experiences.</p> | <p>a. Identify and describe how messages are created by components in media artworks.</p> <p>b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.</p> |
| MA:Re8.1.K | MA:Re8.1.1 | MA:Re8.1.2 | MA:Re8.1.3 |
| With guidance, share Observations regarding a variety of media artworks. | With guidance, identify the meanings of a variety of media artworks. | Determine the purposes and meanings of media artworks, considering their context. | Determine the purposes and meanings of media artworks while describing their context. |
| MA:Re9.1.K | MA:Re9.1.1 | MA:Re9.1.2 | MA:Re9.1.3 |
| Share appealing qualities and possible changes in media artworks. | Identify the effective parts of and possible changes to media artworks, considering viewers. | Discuss the effectiveness of and improvements for media artworks, considering their context. | Identify basic criteria for and evaluate media artworks, considering possible improvements and context. |
| MA:Cn10.1.K | MA:Cn10.1.1 | MA:Cn10.1.2 | MA:Cn10.1.3 |
| <p>a. Use personal experiences and choices in making media artworks.</p> <p>b. Share memorable experiences of media artworks.</p> | <p>a. Use personal experiences, interests, and models in creating media artworks.</p> <p>b. Share meaningful experiences of media artworks.</p> | <p>a. Use personal experiences, interests, information, and models in creating media artworks.</p> <p>b. Discuss experiences of media artworks, describing their meaning and purpose.</p> | <p>a. Use personal and external resources, such as interests, information, and models, to create media artworks.</p> <p>b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.</p> |

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| MA:Cn11.1.K | MA:Cn11.1.1 | MA:Cn11.1.2 | MA:Cn11.1.3 |
| <p>a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.</p> <p>b. With guidance, interact safely and appropriately with media arts tools and environments.</p> | <p>a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p> | <p>a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p> | <p>a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.</p> <p>b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p> |
| MU:Re7.2.K | MU:Re7.2.1 | MU:Re7.2.2 | MU:Re7.2.3 |
| With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. | With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. | Describe how specific music concepts are used to support a specific purpose in music. | Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). |
| MU:Re8.1.K | MU:Re8.1.1 | MU:Re8.1.2 | MU:Re8.1.3 |
| With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. | With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. | Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. | Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. |
| MU:Re9.1.K | MU:Re9.1.1 | MU:Re9.1.2 | MU:Re9.1.3 |
| With guidance, apply personal and expressive preferences in the evaluation of music. | With limited guidance, apply personal and Expressive preferences in the evaluation of music for specific purposes. | Apply personal and Expressive preferences in the evaluation of music for specific purposes. | Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. |

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| MU:Cn10.1.K | MU:Cn10.1.1 | MU:Cn10.1.2 | MU:Cn10.1.3 |
| Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |
| MU:Cn11.1.K | MU:Cn11.1.1 | MU:Cn11.1.2 | MU:Cn11.1.3 |
| Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| TH:Re8.1.K | TH:Re8.1.1 | TH:Re8.1.2 | TH:Re8.1.3 |
| <p>a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.</p> <p>b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.</p> <p>b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story</p> | <p>a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.</p> <p>b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Consider multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.</p> <p>c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.</p> |

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| | drama, creative drama). | | |
| TH:Re9.1.K | TH:Re9.1.1 | TH:Re9.1.2 | TH:Re9.1.3 |
| With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | <p>a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.</p> <p>c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Understand how and why groups evaluate drama/theatre work.</p> <p>b. Consider and analyze technical elements from multiple drama/theatre works.</p> <p>c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</p> |
| TH:Cn10.1.K | TH:Cn10.1.1 | TH:Cn10.1.2 | TH:Cn10.1.3 |
| With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience. | Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama). | Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work. |
| TH:Cn11.1.K | TH:Cn11.1.1 | TH:Cn11.1.2 | TH:Cn11.1.3 |
| With prompting and support, identify skills and knowledge from other areas in | Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., | Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided | Identify connections to community, social issues and other content areas in drama/theatre work. |

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| dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | process drama, story drama, creative drama). | drama experience (e.g., process drama, story drama, creative drama). | |
| TH:Cn11.2.K | TH:Cn11.2.1 | TH:Cn11.2.2 | TH:Cn11.2.3 |
| <p>a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</p> | <p>a. Explore how stories are adapted from literature to drama/theatre work.</p> <p>b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</p> |
| VA:Pr7.1.K | VA:Pr7.1.1 | VA:Pr7.1.2 | VA:Pr7.1.3 |
| Identify uses of art within one's personal environment. | Select and describe works of art that illustrate daily life experiences of one's self and others. | Perceive and describe aesthetic characteristics of one's natural world and constructed environments. | Speculate about processes an artist uses to create a work of art. |
| VA:Re7.2.K | VA:Re7.2.1 | VA:Re7.2.2 | VA:Re7.2.3 |
| Describe what an image represents. | Compare images that represent the same subject. | Categorize images based on expressive properties. | Determine messages communicated by an image. |
| VA:Re8.1.K | VA:Re8.1.1 | VA:Re8.1.2 | VA:Re8.1.3 |
| Interpret art by identifying subject matter and describing relevant details. | Interpret art by categorizing subject matter and identifying the characteristics of form. | Interpret art by identifying the mood suggested by a work of art and describing relevant subject | Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. |

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| | | matter and characteristics of form. | |
| VA:Re9.1.K | VA:Re9.1.1 | VA:Re9.1.2 | VA:Re9.1.3 |
| Explain reasons for selecting a preferred artwork. | Classify artwork based on different reasons for preferences. | Use learned art vocabulary to express preferences about artwork. | Evaluate an artwork based on given criteria. |
| VA:Cn10.1.K | VA:Cn10.1.1 | VA:Cn10.1.2 | VA:Cn10.1.3 |
| Create art that tells a story about a life experience. | Identify times, places, and reasons by which students make art outside of school. | Create works of art about events in home, school, or community life. | Develop a work of art based on observations of surroundings. |
| VA:Cn11.1.K | VA:Cn11.1.1 | VA:Cn11.1.2 | VA:Cn11.1.3 |
| Identify a purpose of an artwork. | Understand that people from different places and times have made art for a variety of reasons. | Compare and contrast cultural uses of artwork from different times and places. | Recognize that responses to art change depending on knowledge of the time and place in which it was made. |